DOCUMENT RESUME

ED 310 280 CE 053 100

TITLE Dropouts and Retention in Vocational Education Programs. A Bibliography Update.
INSTITUTION Florida State Univ., Tallahassee. Center for Instructional Development and Services.
SPONS AGENCY Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
REPORT NO DVACE-DD-026-BK-88
PUB DATE Dec 88
NOTE 29p.
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Failure; Academic Persistence; Citations (References); Dropout Attitudes; Dropout Characteristics; *Dropout Prevention; *Dropout Programs; *Dropout Rate; *Dropout Research; *Dropouts; Out of School Youth; Postsecondary Education; Potential Dropouts; Program Descriptions; Program Implementation; Reentry Students; *School Holding Power; Secondary Education; Student Attrition; Withdrawal (Education)

ABSTRACT

This bibliography update contains information on dropout attitudes, prevention, programs, rates, and research, as well as school-holding power at the secondary and postsecondary levels. Citations include conference papers, program descriptions, research reports, and statistical materials. Materials for inclusion in this bibliography were located through the Florida Educational Information Service (FEIS). FEIS conducted searches of the ERIC--Educational Resources Information Center--database on DIALOG, and of printed sources. Each citation includes title, author/developer, journal or source if applicable, annotation, format, and availability. (KC)

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Dropouts and Retention in Vocational Education Programs

A Bibliography Update
December 1988

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A Bibliography Update
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State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
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Division of Vocational, Adult, and Community Education

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Introduction

This bibliography update contains information on dropout attitudes, dropout prevention, dropout programs, dropout rates, dropout research, and school holding power at the secondary and postsecondary levels.

Citations include conference papers, program descriptions, research reports, and statistical materials.

Materials for inclusion in this bibliography were located through Florida Educational Information Service (FEIS). FEIS conducted searches of computerized information retrieval systems (specifically the ERIC—Educational Resources Information Center—data base on DIALOG) and of printed references.

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TITLE: **"Achievement Motivation Skill Training: Assisting Unmotivated Students."**

AUTHOR: Grossnickle, Donald R.

JOURNAL: *NASSP Bulletin*; v72 n504 p24-27 Jan 1988

ANNOTATION: Achievement motivation training addresses the needs of unmotivated, "turned-off" students by employing sequential self-improvement steps and other strategies such as videotape clips, games, simulations, music, role playing, modeling, career education, and small-group exercises. Includes eight references. (MLH)

TITLE: ***Alternative Education and Employment Preparation for Youth.* The Eidos Program.**

DATE: 87.

AUTHOR: Boyd, Sheila; Regner, Christine

ANNOTATION: The Eidos Program, sponsored by the Idyllic Foundation, is a private community-based organization that, with schools and other cooperating agencies and sponsors, helps young people whose needs are not adequately met by existing institutions. The program, which was funded for six months by the Job Training Partnership Act, provided educational and counseling services that are specifically focused to bridge the gaps that exist between the functions of the family, the school, and other agencies. The program was designed to serve 20 disadvantaged youths who had dropped out of school in Rome, New York. The program was given the name of Eidos, which means a "new way of seeing" in Greek. It targets 16- to 21-year-olds who have exhibited patterns of failure in the community, at home, and in school. Eidos provides these youth with highly individualized courses taught by three teachers and preemployment training in a supportive community setting for three hours a day. In addition, students are placed in part-time jobs. Eidos emphasizes promoting each student's sense of self-worth through opportunities for achievement that contribute to the community and their personal growth. This report contains examples of assessment and evaluation forms used in the administration of the program. (Author/KC)

FORMAT: Project Description; Test, Questionnaire; 38p.

AVAILABILITY: For a microfiche copy of this document order ED286045 from FEIS.

TITLE: ***Alternative Education Program for Single Parents, Homemakers, and Pregnant Students. Final Report June 1, 1986 to June 1, 1987.***

DATE: 87.

DEVELOPER: Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

ANNOTATION: An educational/continuing education program was implemented for single parents/homemakers and pregnant teenagers. The program provided training in parenting skills, childhood growth and development, responsibilities of parenthood, the rights of children, decision-making skills, and vocational guidance and directions. Increased opportunity was provided for the participant group to avail themselves of ongoing vocational training programs. During the project year, 40 participants enrolled for program services, out of 52 potential participants. All received vocational counseling and were required to enroll in a vocational class at the local high school or a vocational program at the local junior college. Enrollment in nontraditional vocational areas was encouraged. All participants were referred for services at community agencies as needed. Thirty-two participants who were potential dropouts continued their education. The birth weights of infants born to program participants late in the project were higher, on the average, than birth weights of infants born near the beginning of the project. Prenatal care and infant medical care improved. Scarce and hard-to-find infant care improved as day care homes were established. Transportation to these homes was available as needed. By these means the barriers that prevented the targeted population from participating in an educational program were eliminated. (YLB)

FORMAT: Project Description, 14p.

AVAILABILITY: For a microfiche copy of this document order ED285998 from FEIS.

TITLE: ***Back on the Track: A Campaign to Recruit Dropouts Back into the Columbus Public Schools.***

DATE: 87.

AUTHOR: Gifford, Beverly

ANNOTATION: To combat their school dropout problems, Columbus (Ohio) Public Schools created an alternative high school for marginal and high-risk students attending conventional high schools and for students who had already dropped out. Classes at North Education Center were scheduled from 8 a.m. to 9:30 p.m. and featured year-round, 42-day terms to accommodate students with jobs and family responsibilities. Since the school's inception in 1983, the dropout rate has decreased from 9.6 percent to 2.1 percent. Although potential dropouts were being reached effectively, actual school leavers were not. This paper describes the "Back on the Track" campaign to identify and locate recent dropouts, provide extensive information and counseling, and motivate them to complete high school. Based on a comprehensive analysis, a target audience of 650 was chosen. Campaign components included two pieces of direct mail, telephone follow-ups, media spots, and T-shirts—all funded by a local shoe manufacturer, radio stations, and a promotions company. Results exceeded original goals by 42 percent. During the 1986-87 school year, 978 students were enrolled at North Education Center, compared with 681 during the 1983-84 school year. As a direct result of the campaign, 171 students called for information. Of this number, 47 enrolled for the first term, and 45 stayed enrolled. Included is the newsclipping of a testimonial from a former student whose life was turned around by this program. (MLH)

FORMAT: Conference Paper; Project Description; 11p.

AVAILABILITY: For a microfiche copy of this document order ED285247 from FEIS.

TITLE: ***Boston Dropouts: Planning a Community Response.***

DATE: 86.

DEVELOPER: Committee for Economic Development, New York, NY.

ANNOTATION: This pamphlet summarizes a conference in Boston on May 6, 1986. Its goal was to assess and plan strategies for the dropout problem in the Boston Public Schools. The Boston Compact, the draft plan contained in this document and prepared before the conference, served as the focus for discussion. Educators and administrators from across the country formed work groups to offer suggestions and recommendations for the plan. Some speakers and their topics were the following: (1) welcome address, William S. Edgerly; (2) "The Challenge of High-risk Youth to Boston and the Nation," Julian T. Houston; and (3) "A Dropout Prevention and Reentry Proposal," Laval S. Wilson. The Draft Dropout Plan contained the following elements: (1) a statement of goals to reduce the dropout rate and return dropouts to educational programs; (2) background assumptions that explain the relationship between educational services and the decision to drop out; (3) structural issues recommending changes in the way educational and social services are organized; (4) program innovations for basic education; (5) plans for alternative educational programs; (6) plans for community services related to education; and (7) funding strategies. Recommendations from the work group concentrated on the scope and missing elements of the plan. (VM)

FORMAT: Project Description, 29p.

AVAILABILITY: For a microfiche copy of this document order ED291810 from FEIS.

TITLE: ***Bringing Down the Barriers.*** **Making America Work: Productive People, Productive Policies.**

DATE: 87.

ANNOTATION: This book presents policy recommendations for ensuring the success of American citizens in the areas of welfare prevention, school dropouts, teenage pregnancy, adult literacy, and alcohol and drug abuse. Welfare prevention strategies involve reduction of welfare dependency and targeting of resources and programs that reduce the need for families to resort to the welfare system. Dropout prevention strategies encompass individual consideration of students' cultural, language, and family backgrounds in instructional development, development of early-warning mechanisms, and school staff trained to work with at-risk students. Key recommendations regarding teen pregnancy encompass dealing with other problems that sometimes lead to early sexual activity and unawareness and unaccountability among young teenagers. Adult literacy recommendations consider the need for program productivity and accountability, improvement of workplace literacy, and parent and child literacy programs. Recommendations aimed at decreasing alcohol and drug abuse include comprehensive programs for all age groups, training of teachers and social workers to spot problems at an early stage, and increasing coverage for treatment. The role of the federal government as a partner with states to develop strategies promoting self-sufficiency are discussed. (CB)

FORMAT: Project Description; Review Literature; 155p.

AVAILABILITY: For a microfiche copy of this document order ED284843 from FEIS.

TITLE: ***Caution: Hazardous Grade—Ninth Graders at Risk.***

DATE: 87.

DEVELOPER: Austin Independent School District, Texas. Office of Research and Evaluation.

ANNOTATION: As adolescents enter high school in the ninth grade, they experience a transition unlike any previous school experience, and it exacts its toll from unprepared, unmotivated, or unwary students. An examination of achievement test averages across grades 1 through 12 for students in the Austin Independent School District (AISD) in Austin, Texas, revealed a noticeable drop from grade 8 to grade 9, followed by a rise in grade 10. Further investigation revealed that enrollment was dramatically higher at ninth grade than at any other grade. Twenty-two percent of all ninth-graders were found to be repeating their freshman year. It was found that over 800 students in the AISD dropped out of school during their freshman year. Those who stayed in school missed more classes than students in any other grade. Compared to other grades, more ninth-graders misbehaved and required disciplinary action. In addition to problems of low attendance and discipline, one-half of AISD ninth-graders received at least one failing grade each 6 weeks. In every area investigated, ninth grade presented the greatest challenge to students, parents, and educators. These groups must work together to increase the success of all ninth-graders. (NB)

FORMAT: Research Report, 9p.

AVAILABILITY: For a microfiche copy of this document order ED290971 from FEIS.

TITLE: ***Children at Risk: The Work of the States.***

DATE: 87.

DEVELOPER: Council of Chief State School Officers, Washington, DC.

ANNOTATION: This study of at-risk youth and children highlights the states' interest in this problem, sparked by changing demographies, new state educational reform policies, the concerns of business and industry, and increasing national awareness. The nature of at-risk youth is examined and the obstacles to meeting their needs are discussed. Findings are presented from surveys of the education agencies of all 50 states, the District of Columbia, Guam, and the Virgin Islands and of the directors of 69 programs identified as successful by the states and territories. Numerous strategies and program components are revealed in profiles of successful programs. Among the far-reaching recommended goals and activities are the following: (1) establish high-quality educational programs for children from preschool to second grade; (2) provide a challenging curriculum; (3) provide alternative programs; (4) provide all students with skills training to promote employability; (5) assure an integrated school-initiated community-home support system; (6) develop curricula and instructional techniques that will enhance diverse cultural understanding; (7) promote the need for staff who reflect the cultures of the students; (8) improve teacher pre-service and in-service training; (9) initiate appropriate data collection systems; (10) provide services for pregnant and parenting teenagers; and (11) develop public education campaigns about the consequences of being at risk. (VM)

FORMAT: Project Description, 17p.

AVAILABILITY: For a microfiche copy of this document order ED291827 from FEIS.

TITLE: ***City-as-School (C.A.S.).***

DATE: 86

DEVELOPER: Ford Foundation, New York, NY

ANNOTATION: City-as-School (CAS) is a New York City Board of Education independent alternative high school whose primary curriculum objective is to link students with hundreds of learning experiences throughout the community. Students receive academic credit for each learning experience successfully completed. Credit is determined by the nature of the activities detailed within an unusual currriculum design, LEAP (Learning Experience Activities Package). Each LEAP, which constitutes the students' course work, consists of a series of content area goals and behavioral tasks to attain those goals in ways unique to each particular community resource and its site facilities. Students do not attend classes in one building but move from one learning experience to another based on their chosen program. A small core of in-house classes provides enrichment and remediation when no appropriate external resource is available. CAS consists of five components (administration, admissions, guidance, resource services, student services) adaptable in whole or in part. Schools choosing to replicate this program receive a demonstration manual (at cost) with component descriptions and forms. CAS participants have significantly increased their school attendance, number of Carnegie units attempted, and proportion of Carnegie units completed and passed and have a significantly lower dropout rate. CAS data in the form of statistical tables are appended. (YLB)

FORMAT: Project Description, 21p.

AVAILABILITY: For a microfiche copy of this document order ED274803 from FEIS.

TITLE: ***The CLEAR Alternative: Possibilities for a NABSE Demonstration School Project.***

DATE: 87

AUTHOR: Ackerman, Patricia A.

ANNOTATION: The Creative Learning Environment for Academic Redirection (CLEAR) alternative program attempts to educate adolescents who have the ability to learn but are dysfunctional in school. The program serves students in grades 9–12 whose behaviors conform to the profile of students most likely to drop out of school. Most of the students who have participated in this "school-within-a-school" program are black. They have shown improvement in attendance, attitudes, and achievement. Other program goals could be accomplished if the program enters into a partnership with the Demonstration School Project (DSP) of the National Association of Black School Educators (NABSE). Elements of the DSP which can be of benefit to the CLEAR alternative program are the following: (1) building school leadership; (2) developing a sense of mission; (3) establishing maximum expectations for students and staff; (4) developing academic and cultural excellence; (5) defining clear and specific curricula; (6) frequently monitoring student progress; (7) building a positive school climate; (8) involving parents and the community; and (9) promoting civic responsibility and participation by students and all school personnel. (VM)

FORMAT: Conference Paper, Project Description, 13p.

AVAILABILITY: For a microfiche copy of this document order ED288931 from FEIS.

TITLE: ***Cleveland Initiative for Education Program.***

DATE: 87

DEVELOPER: Cleveland Public Schools, Ohio

ANNOTATION: The Cleveland Initiative for Education (CIE) is a plan designed by the Greater Cleveland (Ohio) Roundtable, the city's key assembly of civic and corporate leaders, and the Cleveland Public Schools. Its goal is to improve the quality of education, increase the number of high school graduates, and improve graduates' postsecondary opportunities through interlocking, systemwide programs. These papers, consisting of a fact sheet, questions and answers, a prologue, and executive summary, describe the background of the CIE, its programs, and its support services network. The Scholarship-in-Escrow and School-to-Work Transition programs are described in detail. The Scholarship-in-Escrow Program is intended to encourage Cleveland Public School students to consider postsecondary education. The program combines financial incentive, based on grades in prescribed academic subjects, with a comprehensive array of support services, both internal and external to the school district. The School-to-Work Transition Program is a partnership between the Cleveland Public Schools and the business community, designed to ease students' transition from school to the world of work, to focus the various employment programs that currently exist for students, and to meet the needs of businesses. (PS)

FORMAT: Project Description, 15p.

AVAILABILITY: For a microfiche copy of this document order ED287918 from FEIS.

TITLE: ***Clinton County School District "Learning Management System" Dropout Prevention Program.***

DATE: 86

AUTHOR: Thomas, Rudy

ANNOTATION: To provide potential dropouts with increased opportunities for academic and social success and ensure school and community involvement, the Clinton County School District (Kentucky) has developed a comprehensive dropout prevention program emphasizing the assessment of student needs. This paper describes the program's purpose, target groups, community background, operational plan, evaluation process, and support system. The program will prioritize and correlate suggested remediations, training, and therapy used with students and report students' progress to parents through an in-depth Learning-Management System and readable computer printouts. The program will include all students, handicapped and other individuals and groups traditionally underrepresented in earlier programs. The target population is a county with nearly 40 percent of its population living in poverty. A primary aim is for teachers and administrators to deal with adolescents "where they are" and motivate them

toward active and responsible learning. To implement the plan, the district will purchase a microcomputer software system and engage community groups and the schools in providing funding, gift certificates, treats, and prizes. The program will be evaluated according to the numbers of students served and measured against state standards for effective schools. The program will not succeed without devising alternatives to existing school regulations and obtaining teacher participation in the planning process and community support. (MLH)

FORMAT: Project Description, 6p.

AVAILABILITY: For a microfiche copy of this document order ED285274 from FEIS.

TITLE: ***Closing the Education Gap: A Mayo Clinic Approach to Academic Achievement.***

DATE: 87.

AUTHOR: Sang, Herb A.

ANNOTATION: Despite recent efforts to provide equal education, agreement exists that blacks, females, and disadvantaged students as a group are outperformed in mathematics and science by white middle-class students. To help disadvantaged students, the Duval County Public Schools (Jacksonville, Florida) have developed a "Mayo Clinic" approach to education that treats students as individuals with unique circumstances. This paper summarizes successful features of the program and evaluates its progress. Duval eliminated social promotion factors by implementing a plan requiring students to master specific competencies before progressing to the next grade level. To address the gap between black and white students' Scholastic Aptitude Test scores, the Stimulating Aptitude Skills project was developed. Students electing to participate in the test preparation program were evaluated to determine particular deficiency areas, and an instructional program was developed based on the diagnosis. Black students taking the course scored significantly higher on the SAT. The program is also useful in identifying and assisting potential dropouts and retrieving school leavers. The biggest project to emerge from the gap study is Project BASE (Blacks for Academic Success in Education), which involves parents, churches, and businesses in helping students adopt beneficial lifestyle changes. The program has succeeded in changing teachers' attitudes, expectations, and instructional approaches. Black students' achievement gains continue to be remarkable, and more are joining Project BASE each year. (MLH)

FORMAT: Conference Paper; Project Description; 13p.

AVAILABILITY: For a microfiche copy of this document order ED288235 from FEIS.

TITLE: **"A Comparative Study of Black Dropouts and Black High School Graduates in an Urban Public School System."**

AUTHOR: Williams, Silvia Brooks.

JOURNAL: *Education and Urban Society*; v19 n3 p311-19 May 1987.

ANNOTATION: Reports findings of a comparative study of Black high school dropouts and Black high school graduates in Houston, TX, in relation to five clusters of variables: demographic/personal characteristics; academic origin variables; family characteristics; feelings toward school; and feelings toward peers in school. The primary distinguishing characteristic is the dropouts' pervasive feelings of isolation, disconnectedness, and rejection (KH).

NOTE: Special issue on dropping out.

TITLE: **"A Comparative Study of Hispanic High School Dropouts and Graduates: Why Do Some Leave School Early and Some Finish?"**

AUTHOR: Valverde, Sylvia A.

JOURNAL: *Education and Urban Society*; v19 n3 p320-29 May 1987.

ANNOTATION: Interviews were conducted with 104 Mexican-American high school graduates and dropouts to determine why some students leave school. The interviewees reported similar family backgrounds (parental educational and occupational levels), but graduates were more likely to report having more friends, more siblings who had graduated, better overall grades, and (surprisingly) lower English language proficiency. (KH)

TITLE: ***A Comprehensive Analysis of the Dropout Phenomenon in an Urban School System. Draft.***

DATE: 87.

AUTHOR: Hess, Fred.

DEVELOPER: Spencer Foundation, Chicago, Ill.

ANNOTATION: Several years ago, a coalition of Chicago civic groups met to determine the scope of the urban dropout problem and develop strategies for dealing with it. The resulting research program rejected both attrition and survey analysis approaches in favor of direct examination of all student records for three graduating classes (1982, 1983, and 1984) enrolled in all Chicago public high schools. Instead of treating dropout-prone children as "marginal" students needing special programs, this three-part study posits schools' responsibility to provide students with the best possible education. The burden is primarily on changing schools, not the children. The first phase, examining elementary schools' contribution to the dropout problem, found that schools' success rates ranged from a 100 percent graduation rate to a 100 percent dropout rate. Below-normal reading scores and the proportion of average and poor students attending elementary school were strong dropout predictors. Surprisingly, race was not a strong factor. The second and third research phases examined causes of students' lack of preparation for high school and successful strategies for treating this problem. Using an ethnographic approach, the study ascertained that high schools emphasizing strong principal leadership, discipline and safety measures, student and teacher attendance, interactive teaching, good facilities maintenance, and cooperation between faculty and administration were successful at retaining students. Increasing time on task would most effectively improve inner-city schooling. Included are numerous tables and 10 references. (MLH)

FORMAT: Conference Paper; Research Report; 49p.

AVAILABILITY: For a microfiche copy of this document order ED287202 from FEIS.

TITLE: ***Comprehensive Dropout Prevention Plan.***

DATE: 87.

DEVELOPER: Duval County Schools, Jacksonville, FL.

ANNOTATION: The plan provides for the identification of potential dropouts and various interventions to help reduce the dropout rate. Students who have been unsuccessful in the regular educational programs are targeted. Other goals are to develop the skills of staff who are involved with these students and to promote school partnerships with business and community organizations. The components of the program are the following: (1) a vocational program to retrieve dropouts; (2) programs to involve parents and interested citizens; (3) programs to form partnerships with businesses; (4) community involvement; (5) auxiliary services, such as those provided by health agencies; (6) early identification of potential dropouts; and (7) development of employability skills and career awareness. Several special populations are specifically targeted by the dropout prevention coordinator and staff. They are the following: (1) pregnant and parenting students; (2) substance abusers; (3) disruptive students; (4) truants; and (5) students who lack motivation. Budgets for the program are included. (VM)

FORMAT: Project Description; 128p.

AVAILABILITY: For a microfiche copy of this document order ED292894 from FEIS.

TITLE: ***The Comprehensive Dropout Prevention Plan.***

DATE: 86.

DEVELOPER: Broward County School Board, Fort Lauderdale, FL.

ANNOTATION: The Comprehensive Dropout Prevention Plan utilizes the resources of Broward County public schools and the community for dropout prevention. A matrix of dropout prevention options has been assembled from both existing programs and from new program designs. General components of the plan include the following: (1) dropout retrieval activities; (2) parent, community, and business involvement; (3) coordination of the program with other agencies; (4) early identification of potential dropouts; (5) instruction in employability skills and career awareness activities; (6) assignment of a dropout prevention coordinator; and (7) staff development and training. Individual programs that are described include the dropout retrieval programs, educational alternative programs, teenage parenting programs, substance abuse programs, disciplinary programs, and youth services programs. An appendix providing brief descriptions of 29 existing available programs is included. The plan is defined as a system-wide responsibility for providing an immediate and local strategy for addressing educational problems. Its goal is also to improve student skills and level of preparation on graduation. The recommendations of various subcommittees of the Broward County Dropout Prevention Task Force for several programs are included. (PS)

FORMAT: Project Description; 334p.

AVAILABILITY: For a microfiche copy of this document order ED277792 from FEIS.

TITLE: ***Cultural and Vocational Attitudes: Hispanic Girls in South Chicago.***

DATE: 86.

AUTHOR: Wright, Carey E.; And Others.

ANNOTATION: Twenty-five freshman Hispanic girls at Bowen High School in Chicago were motivated and encouraged to continue their education and explore various career goals. Methodology involved a highly personal interaction with the program worker. Three groups were formed—two were conducted in English and one was conducted in Spanish. Project goals were to educate the students about vocational possibilities, available training resources, sexuality, and drugs and their effects; to explore and challenge their attitudes and fears regarding vocation, sex, culture, and independence; to clarify and increase commitment to educational goals; to involve parents in their children's vocational goals; and to provide expert, appropriate referral to adolescents experiencing serious problems. A holistic, replicable approach to vocational education and motivation for inner-city, bicultural teenage girls was to be developed. Research data of "positive significant changes" were inconclusive over the seven-month project. Two important conclusions were the importance of field trips and the need for individual and family therapy. The appendices provide a segment of the questionnaire and resumes of project staff. (YLB)

FORMAT: Project Description; 27p.

AVAILABILITY: For a microfiche copy of this document order ED276862 from FEIS.

TITLE: ***Dealing with Dropouts: The Urban Superintendents' Call to Action.***

DATE: 87.

AUTHOR: Gruskins, Susan J.; Campbell, Mary A.; Paulu, Nancy.

ANNOTATION: The number of dropouts is increasing and is particularly high in urban areas and among minority students. Dropouts earn less over their lifetimes, are in poorer health, and do not have the technological skills needed for newly developing jobs. The federal government, the private sector, and educators have made serious commitments to bring down the dropout rate. In this two-part document the Urban Superintendents' Network presents possible solutions to this problem. Part One discusses the dropout problem and presents the superintendents' action plan for lowering the dropout rate. Part Two describes six strategies that the superintendents believe hold promise for keeping at-risk students in school. The recommendations are the following: (1) anti-dropout programs should intervene early in the lives and school careers of at-risk youngsters; (2) a positive school climate must be created in schools with adequate personnel; (3) school districts must set high-attendance, academic, and discipline expectations; (4) strong teachers should be developed and hired; (5) districts should provide a broad range of instructional programs tailored for at-risk students; and (6) all people, organizations, and institutions should organize

collaborative efforts to improve schools and lower the dropout rate. The superintendents' plan was to form six action groups to address the problem and to share information. The report also includes descriptions of effective dropout programs, a bibliography, and a list of contact persons and agencies. (VM)

FORMAT: Evaluative Report; Project Description; 90p.

AVAILABILITY: For a microfiche copy of this document order ED286992 from FEIS.

TITLE: ***The Detroit Early School Leavers Project: A Profile of Dropouts.***

DATE: 86.

AUTHOR: Poulos, Nicholis.

DEVELOPER: Detroit Board of Education, Mich. Michigan State Dept. of Education, Lansing.

ANNOTATION: The results of an attempt to identify a dropout pattern or profile which could be used to more readily identify at-risk youth in Detroit Public Schools are presented in this report. The report is divided into two major sections. Section 1 discusses methodology and analyzes data and findings. Based on personal interviews with Detroit dropouts at the point of leaving school, the data fall into these categories: (1) personal background; (2) family background; (3) home environment; (4) peer group and teacher relationships; (5) reasons for leaving and/or not returning to school; and (6) services or courses which, if provided, could have kept them in school or would encourage their reenrollment. Section 2 summarizes the study findings and provides these recommendations: (1) develop more effective strategies to deal with dropping out caused by pregnancy and fatherhood; (2) make more rigorous efforts to identify and monitor the academic progress of close friends and siblings of dropouts to diminish the "bandwagon" effect; (3) study why so many students dropped out because school was "boring" or unappealing; (4) identify and remediate youngsters in the early stages of negative behavioral tendencies; (5) encourage staff to more actively recruit potential candidates for vocational-technical centers; (6) expand child care facilities and programs; (7) explore the feasibility of more flexible programming to meet the self-perceived needs of at-risk students; and (8) establish a program for contacting dropouts within six months of school withdrawal to promote their return. The questionnaire used in student interviews is included as the appendix. (KH)

FORMAT: Research Report; 55p.

AVAILABILITY: For a microfiche copy of this document order ED281930 from FEIS.

TITLE: ***Detroit Public Schools: Strategic Planning Resource Document. Revised.***

DATE: 85.

ANNOTATION: The data presented in this report on the Detroit Public School system (DPS) are used to discover which issues, trends, and implications are expected to affect DPS through 1990. The report is divided into an external analysis, an internal analysis, and a key stakeholders' report. In the external analysis, an environmental scan of the economic, social, political, technological, and education factors was conducted for the period 1979–80 through 1983–84. The data were used to determine trends through 1990. A series of critical issues considered to be key problems were developed from the environmental data, and the implications for DPS were formulated. For the internal analysis, data and information were collected for 11 areas, including finance, students, pupil personnel services, community relations, technology, achievement, curriculum, and support services. The key stakeholders' report is an analysis based upon a survey which measured the perceptions of various groups (consisting of students, parents and community members, and others) about program areas, educational services, strengths and weaknesses, improvement recommendations, goals, and groups DPS should serve. A list of recommendations for dealing with upcoming problems is included. (PS).

FORMAT: Research Report; 1,209p.

AVAILABILITY: For a microfiche copy of this document order ED287915 from FEIS.

TITLE: ***A Developmental Assessment Program for Special Needs Students in Junior High School. Guidance Project. Final Report.***

DATE: 86.

AUTHOR: Rader, Martha S.

DEVELOPER: Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

ANNOTATION: A project was designed to provide career development activities for selected educationally at-risk seventh-graders in two target junior high schools in the Roanoke City Public School system, Virginia. The assumption was that career development activities that provide students with increased self-understanding, coupled with strategies involving the microcomputer and creative educational and counseling approaches could assist in improving students' attitudes toward learning. Computers, selected software, and auxiliary equipment were purchased to aid in developing assessments of interests and values through computerized programs. A model for a computer-assisted assessment and a counseling program for seventh-grade students with special needs was developed and field-tested. A career development module was also designed that included selected guidance and counseling standards of learning in the personal/social and career development domains. Appendixes include the developmental assessment model and career development module. The developmental model contains six activities; the career development module contains four. Each activity consists of the domain; title; student outcome; guidance/counseling objective, including standard of learning and skill; time requirement; a listing of necessary resources/supplies; and activity description. Student handouts are provided as needed. Career development module resource materials are also appended. (YLB).

FORMAT: Project Description; 48p.

AVAILABILITY: For a microfiche copy of this document order ED274853 from FEIS.

TITLE: **"Development of a Program to Reduce Dropout Rates of Pregnant and Parenting Teens."**

AUTHOR: Pollack, Andrew M.

JOURNAL: *Spectrum*; v5 n3 p34-40 Sum 1987.

ANNOTATION: Describes a program to reduce the dropout rate for pregnant and parenting teens at York Vocational-Technical School (Pennsylvania) for the second semester of 1985-86. One successful feature was a "caring class" providing information about pregnancy, child care, nutrition, and other subjects. The program retained most of its enrollees. Includes 1 figure and 17 references. (MLH)

AVAILABILITY: Copies of articles may be ordered from Spectrum Editor, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209. Single issues may be purchased for $10.00 while in stock.

TITLE: ***District Comprehensive Dropout Prevention Plan.***

DATE: 86

DEVELOPER: Dade County Public Schools, Miami, FL.

ANNOTATION: This report describes the Dade County, Florida, comprehensive K-12 program for decreasing the dropout rates of all students, with emphasis on minorities. The program involves a number of different components which provide students the opportunity and support for participation in academic and vocation-oriented courses and training programs. The report consists of eight major sections. Section 1 briefly states the dropout prevention program's philosophy and outlines its features. Section 2 discusses program components in general, focusing on involvement of parents, communities, and businesses; coordination of programs with other agencies; procedures and criteria for the early identification of potential dropouts; instruction in employability skills and career awareness; assignment of program coordinators; and other aspects. Section 3 provides descriptions of individual programs, including dropout retrieval, educational alternatives, teenage parent, substance abuse, disciplinary, and youth services programs. Section 4 describes additional dropout prevention programs. Section 5 focuses on provisions for exceptional student education. Section 6 discusses staff development activities. Section 7 presents an overview of program evaluation methods, and Section 8, an appendix, contains lists of Dade County schools, the location of specific programs, potential dropout prevention profile criteria, and a sample dropout profile printout. (KH)

FORMAT: Project Description, 215p.

AVAILABILITY: For a microfiche copy of this document order ED277788 from FEIS.

TITLE: ***Dropout Prevention and Recovery in California.***

DATE: 86

AUTHOR: Stern, David.

DEVELOPER: California State Dept. of Education, Sacramento.

ANNOTATION: The costly supplemental or alternative programs that combat chronic school failure and continued high dropout rates are not always effective for the following reasons: (1) students do not always find out which programs are available and (2) if no suitable program is available, there is usually no one responsible for trying to create one. People with local responsibility for dropout prevention should use an efficient procedure for assessing the situations of individual students and referring them to the most suitable program. Students drop out for numerous reasons, and there are numerous possible responses to students at risk of dropping out. Dropout prevention programs offer various curricula, including the following: (1) regular academic curriculum leading to local diploma, (2) remedial academic curriculum leading to diploma equivalent, (3) specialized vocational program leading to job placement, and (4) combined academic and vocational curricula. Dropout programs vary in their locations (regular high schools, other schools, non-school organizations), instructional processes, administrations, ranges of related activities, and schedules. A comprehensive assessment system should be developed to better match students with the available programs. A 35-item bibliography is appended. (BJV)

FORMAT: Project Description, Review Literature, 36p.

AVAILABILITY: For a microfiche copy of this document order ED289927 from FEIS.

TITLE: ***Dropout Prevention Model, Baldwyn High School, Baldwyn, Mississippi.***

DATE: 85

AUTHOR: Dillinger, LaRane P.

ANNOTATION: This report describes the background and plans for an alternative education program to reduce the high dropout rate at Baldwyn High School in Baldwyn, Mississippi. Research shows that students drop out primarily because they are behind grade level and are older than their classmates. Of Baldwyn High School's approximately 290 students, between 25 and 30 were identified as needing an alternative education program. Almost 60 percent of these latter students are black in comparison to a black enrollment of 38 percent. Most come from families with incomes below the poverty level. The program's objectives are to serve approximately 25 at-risk students each year and to counsel them to complete school. Students will be directed toward vocational training and/or employment opportunities; cooperation from local businesses and junior colleges will be sought. The project's initial phase will include a comprehensive selection process. Selection and enrollment require consent of the student, parents, and counselors. Students seeking a diploma will receive remedial instruction and tutoring; those seeking the GED certificate will receive basic education classes. One full-time instructor will help determine those students in need of remedial education, administer tests, teach five basic areas, and evaluate progress. The school guidance counselor will assist in review and referral. The program should operate on a 12-month schedule in order to maintain students' work toward GED completion and to provide remedial assistance. (CJH)

FORMAT: Project Description, 11p.

AVAILABILITY: For a microfiche copy of this document order ED286262 from FEIS.

TITLE: **"Dropout Prevention: The New York City Success."**

AUTHOR: Quinones, Nathan.

JOURNAL: *Spectrum*; v5 n3 p41-46 Sum 1987.

ANNOTATION: Supported by state aid, New York City schools developed a plan to reduce the dropout rate and improve attendance during 1984-85. The program focused on high-risk middle and high school students with severe attendance problems and featured attendance outreach, alternative educational programs, and guidance, counseling, health, and other services. Includes 10 references. (MLH)

AVAILABILITY: Copies of articles may be ordered from: Spectrum Editor, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209. Single issues may be purchased for $10.00 while in stock.

TITLE: ***Dropout Retrieval Project 1st Year Report 1985-1986.***

DATE: 86.

DEVELOPER: Dropout Advisory Council.

ANNOTATION: The Baltimore County Public Schools (BCPS) developed a Dropout Retrieval Project with the following aims: (1) to identify and retrieve the dropout students aged 16 to 21; (2) to bring the students back to educational programs which would lead to the completion of their education; and (3) to develop plans to prevent future dropouts. This report presents statistical findings in dropout research nationally and in BCPS. It also includes findings from staff and student surveys. After outlining general ways to help solve the dropout problem, it makes recommendations in the areas of policy, program, and procedure. Based on the responses to the surveys of dropouts, BCPS should redirect its efforts toward preventing dropping out through a support system to include the following: (1) outreach to students at risk of dropping out; (2) flexible programs for individual students; (3) transportation; (4) child care; and (5) counseling. Twelve appendices, making up more than half the document, include the project proposal; tables of withdrawal statistics; a dropout characteristics chart; sample forms on individual risk indicators and pupil withdrawal; a policies and procedures memorandum for school staff; a copy of H.R. 3042, a bill to provide grants for dropout prevention demonstration projects; and samples of staff and student surveys. (LHW)

FORMAT: Research Report; Statistical Material; 140p.

AVAILABILITY: For a microfiche copy of this document order ED276790 from FEIS.

TITLE: **"Dropping Out."**

AUTHOR: Strother, Deborah Burnett.

JOURNAL: *Phi Delta Kappan*; v68 n4 p325-28 Dec 1986.

ANNOTATION: Reports on the results of several major studies of high school dropouts. Topics addressed are who drops out and why, school-related causes, and prevention policies and programs. Stresses the urgency of addressing the nationwide dropout problem and recommends courses of action. Appended are 19 references. (IW)

TITLE: ***Dropping Out: How Much Do Schools Contribute to the Problem?***

DATE: 85.

AUTHOR: Wehlage, Gary G.; Rutter, Robert A.

ANNOTATION: This study looks beyond the individuals who drop out to determine the role of schools in the dropout process. It presents a profile of dropouts including the following characteristics: (1) low socioeconomic status, (2) poor school performances, and (3) in-school delinquency. It also addresses the reasons students give for dropping out. The data provide a picture of dropouts very close to that of non-college-bound adolescents who complete high school. Institutional characteristics seem to account for the separation between stay-ins and dropouts. In the typical high school where many drop out, teachers are not particularly interested in students, and the discipline system is perceived as neither effective nor fair. The effects of dropping out on self-esteem and locus of control are seen as outcomes of formal schooling, dependent rather than independent variables. This report sees student and school interacting to produce dropouts, with schools having a responsibility to respond to students who are at risk. Three general policy reforms are recommended: (1) an enhanced sense of professional accountability among educators toward all students, (2) a renewed effort to establish legitimate authority within the institution, and (3) redefining school work to allow more students to achieve success and satisfaction. (LHW)

FORMAT: Project Description; Statistical Material; 55p.

AVAILABILITY: For a microfiche copy of this document order ED275799 from FEIS.

TITLE: **"Dropping Out of High School and Drug Involvement."**

DATE: 88.

AUTHOR: Mensch, Barbara S.; Kandel, Denise B.

JOURNAL: *Sociology of Education*; v61 n2 p95-113 Apr 1988.

ANNOTATION: Investigated the relationship between dropping out of high school and substance use. Controlling for other important risk factors, the 1984 longitudinal survey data of people aged 19-27 indicated use of cigarettes, marijuana, and other illicit drugs increases the propensity to drop out and that the earlier the initiation into drugs the greater the probability of premature school leaving. (Author/JDH)

TITLE: ***Effective Dropout Prevention: An Analysis of the 1985-86 Program in New York City. Report No. 3.***

SERIES: **Dropout Prevention.**

DATE: 86.

AUTHOR: Foley, Eileen; Oxley, Diana.

DEVELOPER: Carnegie Corp. of New York, NY.

ANNOTATION: The state-funded Attendance Improvement/Dropout Prevention Program and the city-funded Dropout Prevention Program distributed over $30 million to the New York City Board of Education in 1985-86. This document is a summary report of an analysis of program implementation in the schools receiving these funds aimed at a better under-

standing of political and organizational requirements for successful implementation. Findings show that policymakers must further consider the realities of the local context when designing program guidelines. Another goal of the analysis was to discern the strengths and weaknesses of the various programs. This involved examination of types of services offered, of school versus community-based organization delivery of these services, and of the larger school context of programs being studied. Findings document that continued program development and general school improvement are needed for dropout prevention. After describing program models, the report provides policy recommendations in the following areas: (1) targeting, (2) implementation, and (3) program development. Findings are presented in the following general sections: (1) implementation, (2) staff evaluations of programs, (3) student satisfaction, and (4) dropout prevention and school environment. An appendix provides sampling and interview methods as well as interview forms. (LHW)

FORMAT: Research Report, Test, Questionnaire, 77p.

AVAILABILITY: For a microfiche copy of this document order ED277786 from FEIS.

TITLE: **"The Effects of Alternative School Programs on High School Completion and Labor Market Outcomes."**

AUTHOR: Catterall, James S., Stern, David.

JOURNAL: *Educational Evaluation and Policy Analysis*. v8 n1 p77-86 Spr 1986.

ANNOTATION: This research probes two questions: Does participation in alternative high school programs reduce the likelihood of students dropping out? Does participation enhance experience in the labor market after students leave school? Results showed lower dropout and higher subsequent employment rates among participants who had no doubt about finishing the program. (Author/JAZ)

TITLE: **"Enhancing Educational Opportunities for Hispanic Women."**

AUTHOR: O'Donnell, Jo Anne.

JOURNAL: *Journal of College Admissions*. n116 p20-25 Sum 1987.

ANNOTATION: Describes an intervention program (Understanding the University Experience) at Arizona State University for eighth-grade Hispanic girls and their mothers with the long-range goal of increasing the number of Hispanic women who attend college and complete baccalaureate degree programs and a shorter-term goal of preventing high school dropouts. (ANL)

TITLE: ***An Essay on School Dropout for the San Diego Unified School District.***

DATE: 87.

AUTHOR: Barr, Robert B.

ANNOTATION: This essay is a companion document to a statistical study of student dropouts conducted by the San Diego City Schools. Various definitions of dropout are presented, as well as a discussion of types of dropout or attrition rates: (1) annual dropout rate; (2) enrollment ratio dropout rate; (3) cumulative tracking dropout rate; and (4) estimated cumulative dropout rate. Based on a review of the literature, demographic, school-related, and other characteristics of dropouts and factors leading to the decision to drop out are described. A systems theory perspective is used to identify three general classes of factors that affect a school system's dropout rate: (1) characteristics of the students entering the school system (input factors), (2) characteristics, policies, and programs of the system itself (throughput factors), and (3) economic and social conditions of the surrounding community, state, and nation (environmental factors). To establish the foundation for a theory of retention, four types of dropout/attrition explanations are distinguished, made up of two kinds—academic and empowering, and two levels—individual and school system. Within a systems perspective, an empowering theory of student retention is proposed. According to this model, a school system can increase its student retention rate by successfully delivering communications of personal support to each student and enabling each student to successfully meet meaningful academic challenges. Forty-two references are provided. (MW)

FORMAT: Research Report, Review Literature, 45p.

AVAILABILITY: For a microfiche copy of this document order ED279733 from FEIS.

TITLE: ***Forum on Dropouts.***

DATE: 86.

AUTHOR: Prophet, Matthew W.

ANNOTATION: The Portland School District addresses the dropout problem through programs which fall into the following categories: (1) keeping students engaged in meaningful learning according to their needs and counseling, if necessary; (2) placing students appropriately; (3) monitoring their performance; and (4) intervening to prevent and recover dropouts. Recommendations outline a system of education and youth training that considers the following: (1) the needs of families and children in order to ensure a good start in school, (2) basic academic skills and work maturity necessary for employment; (3) links among agencies and schools to meet developmental needs of children; (4) overcoming racism and lack of jobs; (5) individual learning needs of children; (6) dropout prevention; (7) personal support services, education, and employment and training programs for out-of-school youth; (8) expanded work experience opportunities for in-and-out-of-school youth; and (9) preparation for technological changes in the workplace. (LHW)

FORMAT: Conference Paper, Project Description, 13p.

AVAILABILITY: For a microfiche copy of this document order ED276796 from FEIS.

TITLE: **"Giving Dropouts a Second Chance."**

AUTHOR: Hopgood, Andrew.

JOURNAL: *Vocational Education Journal*. v63 n2 p20, 22 Mar 1988.

ANNOTATION: Describes Second Chance, a program initiated by the Milwaukee Area Technical College to encourage dropouts and potential dropouts between the ages of 16 and 18 to earn diplomas. (JOW)

TITLE: **"Giving Young Parents a Future."**

AUTHOR: Spence, Cathie Slater.

JOURNAL: *Equity and Choice*, v3 n1 p16-24 Fall 1986.

ANNOTATION: Cleveland's Comprehensive School-Age Parenting Program focuses on the following: (1) providing preventive health education to give middle school students a sense of identity and self-awareness; (2) preventing the mother from dropping out; and (3) helping the father cope with the situation and remain in school. (PS).

TITLE: ***GRADS: A Program That Works for Pregnant Teens and Adolescent Parents.***

DATE: 87.

AUTHOR: Ferguson, Judy.

ANNOTATION: GRADS (Graduation, Reality, and Dual-role Skills) is a vocational home economics in-school, secondary program for pregnant students and/or young parents. Curriculum for the program, designed to keep students in school until graduation, includes positive prenatal and postnatal care; child development and parenting education; and goal setting toward combining roles of parent, employee, and student. The GRADS instructional program provides individualized instruction, counseling, and networking for each student. This report describes the GRADS program; gives a portrait of an adolescent parent; discusses medical implications of pregnancy for adolescents; and examines economic, social, and emotional implications of being pregnant and of becoming a parent. It notes that, as a result of the GRADS program in Lawrence County, Ohio, there has been a reduction in the school dropout rate for pregnant girls and young fathers. The dropout rate of 12 percent for the 1,281 students enrolled in the 1984-85 GRADS program is compared to a national dropout rate of 80 percent for adolescent parents. (NB).

FORMAT: Conference Paper; Project Description; 14p.

AVAILABILITY: For a microfiche copy of this document order ED287124 from FEIS.

TITLE: ***Halting Dropouts: To Be or Not to Be, There Is No Question.***

DATE: 86.

AUTHOR: Henry, Mildred D.

ANNOTATION: Community-based early intervention strategies can provide students with skills and attitudes that make dropping out of high school an unnecessary choice. This report analyzes the high school dropout phenomenon in terms of its magnitude, influence on minority populations, and need for local outreach programs. In California, the dropout rate has increased 100 percent since 1970. One in 3 high school students do not graduate, and among minorities, the ratio increases to 5 out of 10. Causes of high dropout rates among minorities include language problems and teacher inability to deal with cultural differences. In an opinion study of predominantly white California elementary teachers, 37 percent reported no cultural awareness workshops relevant to their Black and Hispanic students' backgrounds during the last three years. Local dropout prevention facilities designed to provide remediation, survival skill training, and academic tutoring for secondary students were established through private initiative, but it became evident that students needed assistance before attaining high school status. Consequently, a proposal for an early intervention dropout program was written, and this program, funded by the San Bernadino City Council and assisted by volunteers, provided enhancement support for 130 elementary students for 6 months. Students demonstrated marked improvement in the program's academic disciplines. This program's success suggests that intervention should commence at the elementary level through local collaboration. (CJH).

FORMAT: Conference Paper; Project Description; 18p.

AVAILABILITY: For a microfiche copy of this document order ED277127 from FEIS.

TITLE: **"Helping Teen Parents Stay in School: A Case Study."**

AUTHOR: LaRue, Patricia E.; Miller, Virginia R.

JOURNAL: *Spectrum;* v6 n1 p25-28 Win 1988.

ANNOTATION: The Reading (Pennsylvania) School District, in conjunction with local youth and family services, has developed a program to address the needs of unwed mothers. Its goals are to reduce their dropout rate and to provide support services including child care, transportation, counseling, health care, and instruction in parenthood skills. (TE).

AVAILABILITY: Copies of articles may be ordered from: Spectrum Editor, Educational Research Service, Inc. 2000 Clarendon Blvd. Arlington, VA 22201. Single issues may be purchased for $10.00 while in stock.

TITLE: ***High School Dropouts Who Change Their Minds about School.***

DATE: 86.

AUTHOR: Kolstad, Andrew J.; Owings, Jeffrey A.

ANNOTATION: This study aimed to describe the following: (1) How many dropouts attempt to change the course of their lives by returning to complete their diploma requirements? (2) What kinds of dropouts return? and (3) How do the subsequent activities of this group differ from those of dropouts who remained out of school? Those groups shown by previous research to be most likely to drop out were found to be least likely to return to their diploma requirements. The following factors characterized this high-risk group: (1) Black or Hispanic ethnicity; (2) below-average socioeconomic resources; (3) poorer test scores; (4) living in the West and Midwest (vs. the South and Northeast); and (5) living in rural or urban areas (vs. suburban areas). In general, male dropouts were more likely to return and finish high school than females (except among Whites, where they were equally likely). Among dropouts, those who completed diploma requirements were more likely to have done the following: (1) enrolled in postsecondary educational institutions; (2) enlisted in military service; or (3) obtained full-time employment. Dropping out is a reversible decision; this report concludes that there are good chances for success in working with dropouts to complete their schooling. The findings reported in this paper derive from the High School and Beyond project, sponsored by the U.S. Department of Education's Center for Statistics. Several tables with graphs are provided. (LHW).

FORMAT: Project Description; Statistical Material; 33p.

AVAILABILITY: For a microfiche copy of this document order ED275800 from FEIS.

TITLE: **"How Do Teachers Define Students at Risk?"**

AUTHOR: Kagan, Dona.

JOURNAL: *Clearing House*; v61 n7 p320-24 Mar 1988.

ANNOTATION: Describes a study comparing profiles of students identified subjectively by teachers as at-risk to profiles of students who dropped out and to "normal" students. Results suggest that teachers' judgement is influenced by the makeup of the entire class and more objective assessment instruments should be used. (SD).

TITLE: **"How to Curb the Dropout Rate."**

AUTHOR: Vallejo, M. Edmund.

JOURNAL: *School Administrator*; v44 n8 p21-23 Sep 1987.

ANNOTATION: Although the Pueblo (Colorado) School District's student dropout rate compares favorably with national and state data, the community found the disproportionate number of Hispanic dropouts unacceptable. This article describes the district's efforts to reorganize staff; strengthen existing programs; and institute teen mother, in-house suspension, second chance, and early identification programs. (MLH).

TITLE: **"Impacts of Bilingual Education on Secondary School Grades, Attendance, Retentions, and Drop-out."**

AUTHOR: Curiel, Herman; And Others.

JOURNAL: *Hispanic Journal of Behavioral Sciences*; v8 n4 p357-67 Dec 1986.

ANNOTATION: Compares 86 Mexican-American secondary school students in Houston, Texas, who had received and 90 students who had not received bilingual instruction in elementary grades. Finds small difference in grade point average (GPA) and absenteeism and fewer dropouts/retentions among bilingual program participants. Finds more years of bilingual instruction increased GPA and decreased dropout potential. (LFL).

TITLE: **"Innovative Technology Gives Potential Dropouts a New Lease on Learning."**

AUTHOR: Eckenrod, James; Wheeler, Carl.

JOURNAL: *American School Board Journal*; v174 n3 p41-42 Mar 1987.

ANNOTATION: To give at-risk teenagers the best chance for high school graduation and further schooling or employment, Baltimore schools created Student Adventures in Learning (SAIL), a remedial computer-assisted instruction program. Over 100 eighth-graders identified as potential dropouts instead improved academically and made secure transitions to high school. (MLH).

TITLE: **"Keeping Children in School: Springfield's Districtwide Prevention and Intervention Program for At-risk Students."**

DATE: 87.

AUTHOR: De Pauw, Julie.

JOURNAL: *OSSC Bulletin*; v30 n8 Apr 1987.

ANNOTATION: This report provides information about current research on at-risk students and describes the development of an at-risk program in an Oregon school district. After a preface and introduction, Chapter 1 reviews current literature on students who are considered at risk of school failure. Issues explored include (1) student characteristics, (2) school characteristics, (3) a practical perspective on at-risk youth, (4) effective practices in secondary programs, and (5) incomplete guidelines for prevention at the elementary level. Chapter 2 looks at the development of Springfield's districtwide at-risk program, providing an overview of the district's philosophy and components of development. These include (1) support for prevention in the early years, (2) inservice activities, (3) needs assessment, (4) teacher cadres, (5) training materials for teachers, and (6) problems getting started. Chapter 3 describes the range of plans and activities being developed at the elementary level, utilizing interviews with a principal and a third-grade teacher to gain insight into various perspectives. Chapter 4 examines Project Excellence—a middle-school intervention program—and prevention programs at the high school level in the district. Included are 20 references, 3 tables, and a listing of interviews. (WTH).

FORMAT: Project Description; 46p.

AVAILABILITY: For a microfiche copy of this document order ED281301 from FEIS.

TITLE: **"Keeping Juvenile Delinquents in School: A Prediction Model."**

AUTHOR: Dunham, Roger G.; Alpert, Geoffrey P.

JOURNAL: *Adolescence*; v22 n85 p45-57 Spr 1987.

ANNOTATION: Tested an empirically based prediction model of school dropout on juvenile delinquents (N = 137). Identified four factors yielding a high level of prediction: misbehavior in school, disliking school, the negative influence of peers with respect to dropping out and getting into trouble, and a marginal or weak relationship with parents. (Author/ANB).

TITLE: **"Let's Set Some Limits on What We Do."**

AUTHOR: Williams, Robert.

JOURNAL: *Thrust for Educational Leadership*; v16 n4 p21-22, 27 Jan 1987.

ANNOTATION: To manage increased demands despite limited resources, schools need to invoke safeguards. They must clarify the scope of school involvements, demand adequate funding, reject accountability for the failure of other social institutions and structures (like the family), and use their considerable expertise to resolve the dropout problem. (MLH).

AVAILABILITY: Single issues may be purchased from: Association of California School Administrators, 1517 L Street, Sacramento, CA 95814 ($3.50).

TITLE: ***Longitudinal Study of Students Entering High School in 1979: The Relationship between First Term Performance and School Completion.***

DATE: 85.

AUTHOR: Troob, Charles.

ANNOTATION: A longitudinal analysis of students who entered New York City high schools in 1979 supports the perception that most future dropouts can be identified at the beginning of their high school careers. This study examined the records of more than a quarter of the 1979 entering class at New York City high schools. Analyses were performed on attendance, credits earned, course failures, and course grades in the fall of 1979. These measures were then compared to the students' final outcome in the school: graduation, discharge as dropout, transfer to another school, and discharge to a setting outside the school system. In the fall of 1979, 24 percent of the new high school students were absent for 16 or more days, and 39 percent of the students had failing averages. While many of these initial high-risk students went on to graduate, a close connection between early academic failure and eventual dropping out was observed. Fewer than 10 percent of the dropouts studied began their high school careers with averages of 75 percent or higher. These data are a powerful endorsement of a holding power strategy focused on grades 8 and 9. The major portion of this report consists of statistical tables showing study results. (KH)

FORMAT: Research Report; Statistical Material; 29p.

AVAILABILITY: For a microfiche copy of this document order ED279751 from FEIS.

TITLE: **"Looking at America's Dropouts: Who Are They?"**

AUTHOR: Barber, Larry W.; McClellan, Mary C.

JOURNAL: *Phi Delta Kappan*; v69 n4 p264-67 Dec 1987.

ANNOTATION: Policymakers at state and district levels disagree on definitions for terms such as "dropout," "withdrawn," "removed," and "early leaver." Until these terms acquire generally accepted meanings allowing comparisons across school district and state lines, existing information-processing technology will be only marginally beneficial. Includes three references. (MLH)

TITLE: ***LSYOU: The Effects of an Alternative Organizational Framework on Students at Risk for Dropping Out.***

DATE: 87.

AUTHOR: Gaston, Suzan N.

ANNOTATION: Many potential dropouts have problems coping with the formal and impersonal structure of most high schools. In response to this, an effort was made to create an alternative, more supportive, organizational structure featuring participative management in the Louisiana State Youth Opportunities Unlimited (LSYOU) program. Program teachers, tutors, and counselors underwent inservicing in a counseling curriculum (Quest Skills for Living). All class sizes were limited to 13 with a tutor and teacher in each class; students and staff were involved in nonacademic activities, and student input and autonomy were maximized in the program. The program was designed to facilitate the acquiring of coping skills. The Profile of Schools (POS) survey and local questionnaires were administered to test whether students perceived the program as exhibiting an alternative organizational structure. Students identified as potential dropouts were assigned to treatment and control groups and administered the POS as a pretest and posttest. Results showed that the LSYOU program was perceived as having organizational characteristics of the participative management style and that the program significantly positively impacted certain academic and affective skills. It is hypothesized that this increase in skills will reduce alienation among this at-risk group, thus reducing their chances of dropping out of school. (ANL)

FORMAT: Conference Paper; Project Description; 25p.

AVAILABILITY: For a microfiche copy of this document order ED282157 from FEIS.

TITLE: ***Minority Youth Dropouts: Personal, Social, and Institutional Reasons for Leaving School.***

DATE: 86.

AUTHOR: Martinez, Ruben.

ANNOTATION: A study of minority youth dropouts in the Pikes Peak region identified the following traits that characterize this group in contrast to their dominant group counterparts: (1) lower socioeconomic status; (2) parents with lower level of educational achievement; (3) parents' greater emphasis on the importance of education; (4) slightly larger families; (5) less geographic mobility; (6) lower grade averages before leaving school; (7) lower levels of perceived intelligence; (8) more likely to have siblings who dropped out previously; (9) fewer positive relations with teachers and school officials; (10) more truancy while in school; (11) more suspensions while in school; and (12) more encouragement by a school official to drop out. The principal reasons given by minorities for dropping out are as follow: (1) problems with school officials; (2) negative attitudes of teachers; and (3) boredom at school. Study subjects provide the following suggestions to prevent others from dropping out: (1) improve communication between school officials and students; (2) improve or get better teachers; and (3) make courses more interesting. Over 80 percent of each group of dropouts surveyed reported that they would stay in school if they had it to do over again. This report includes recommendations for school board members, school administrators, and community members. (LHW)

AVAILABILITY: For a microfiche copy of this document order ED280934 from FEIS.

TITLE: **"A Nation in Crisis: The Dropout Dilemma."**

AUTHOR: Kunisawa, Byron N.

JOURNAL: *NEA Today* (Issues '88); v6 n6 p61-65 Jan 1988.

ANNOTATION: America's school dropout rate is now over 25 percent. What can be done to address the problem and reclaim youth is explored. (MT)

TITLE: **"1980 High School Sophomores: Whites, Blacks, Hispanics—Where Are They Now?"**

DATE: 86

AUTHOR: Valdivieso, Rafael, Ed.

JOURNAL: *Research Bulletin*, v1 n1 Fall 1986.

DEVELOPER: Ford Foundation, New York, NY.

ANNOTATION: Based on the data obtained in the High School and Beyond (HS&B) national longitudinal survey of 1980, dropouts, regardless of race, are significantly more likely to attain less economic independence and social mobility than are graduates or at-risk graduates. Education is the most important factor in predicting a youth's future prospects. Racial comparisons among Whites, Blacks, and Hispanics are provided in statistical charts highlighting four major findings: (1) non-graduate females, married or not, are six times as likely as graduate females to have children; (2) non-graduate females are nine times as likely as graduate females to be on welfare; (3) non-graduates are at least four times as likely as graduates to engage in unlawful behavior; and (4) non-graduates are more likely to be unemployed. Implications for future public policy are considered with respect to education, employment, and budget. Definitions of terms are included. (AO).

FORMAT: Research Report, 9p.

AVAILABILITY: For a microfiche copy of this document order ED290808 from FEIS.

TITLE: ***The Ninth Grade—A Precarious Time for the Potential Dropout.* ERIC Digest No. 34.**

DATE: 87.

AUTHOR: Ascher, Carol.

DEVELOPER: Office of Educational Research and Improvement (ED), Washington, DC.

ANNOTATION: The combined effects of many social, psychological, physical, and educational factors make the ninth grade a level at which students have a high potential for dropping out of school. For those ninth-graders who have already experienced attendance, discipline, or academic problems the risk is even greater. A number of strategies have been developed to ease the trauma of the ninth grade and to prevent students from dropping out. These strategies include the following: (1) improving articulation between high school and earlier years of schooling; (2) deferring required courses to allow room for more electives in the ninth grade; (3) decreasing feelings of alienation in the ninth grade; (4) sensitizing teachers to the problems of being a ninth-grader; (5) creating alternatives to retention before the ninth grade; and (6) planning special programs to orient middle school students and their parents to high school. These approaches, either alone or in combination, can help the at-risk student without vastly changing the basic structure of the high school. (VM).

FORMAT: Project Description, 5p.

AVAILABILITY: For a microfiche copy of this document order ED284922 from FEIS.

TITLE: **"Obstacles to High School Graduation: The Real Dropout Problem."**

DATE: 87.

AUTHOR: Phelan, William T.

JOURNAL: *Journal of Educational Equity and Leadership*; v7 n3 p223-34 Fall 1987.

ANNOTATION: An explanatory model of dropping out of school is presented. A test of the model in four high schools revealed the following: (1) data on dropouts underestimate the true figures; (2) junior high experiences are important correlates to dropping out; (3) institutional procedures need to be changed; and (4) outreach programs are needed. (VM).

TITLE: ***Operation Rescue: Reaching At-risk Students through Teacher Initiatives.***

DATE: 87.

AUTHOR: Rhodes, Donna C.

ANNOTATION: The National Education Association's "Operation Rescue" employs a two-tiered approach to combating the dropout rate: the first approach is research and information sharing, the second is to facilitate direct action at the local level through a grants program to fund dropout prevention programs in the schools. In order to focus "Operation Rescue" for greatest effectiveness, dropout prevention programs in operation were surveyed and classified, and information exchanges were held in four cities, with over 300 participants, including representatives from 15 national organizations. Resulting from the information exchanges is a publication, *A Blueprint for Success*, which sets forth principles that bring into focus issues, attitudes, and concerns essential for planning and implementing a successful dropout prevention program. Sixteen grants totaling approximately $450,000 have been awarded to teachers across the country. All the programs are designed on the local level, have strong educational components, and build collaborative networks with other service agencies. (MLF).

FORMAT: Conference Paper; Project Description; 8p.

AVAILABILITY: For a microfiche copy of this document order ED292186 from FEIS.

TITLE: **"Parting Words of the 13th Man."**

AUTHOR: Bell, Terrel H.

JOURNAL: *Phi Delta Kappan*; v69 n6 p400-07 Feb 1988.

ANNOTATION: Examines gains and deficiencies in American education since the publication of *A Nation at Risk* in 1983. Highlights priority concerns such as dropouts and marginally skilled graduates, urges renewed commitment to curricular development and federal aid programs, outlines administrator and school board roles, and offers 12 recommendations for improving education. (MLH).

TITLE: ***Project Return: 1985-1986. Evaluation Report.***

DATE: 86.

AUTHOR: Grice, Michael

ANNOTATION: This evaluation report of an attendance project in Portland, Oregon, public schools describes goals, methods, and results for 1985-86. The introduction states objectives of identifying, contacting, and counseling students leaving school or attending irregularly, with the purpose of guiding them into school or alternative educational programs. A meth-

odology section outlines data gathering, which involved collecting individual student information and responses of staff. Evaluation processes were designed to learn the following: how truant students are identified, school officials' perceptions of the project, and project influence on students' return. Findings are summarized in a project description, best- and worst-case scenarios, and placement and data analysis. Tables list referrals by grade and month, distribution by grade, grade and age, geographic region, ethnic group, sex, and reenrollment. Reenrollment rates and problems are discussed, including space and staff limitations. Conclusions report that the project's success was jeopardized by difficult home situations even when families were interested in cooperating, and also by ineffective legal enforcement. Recommendations include the following: (1) determination of adequate staff for projected cases, (2) revision of student data methods, and (3) reappraisal of the high school focus to include middle school dropout problems. Appendices provide Oregon Revised Statutes defining truancy and parental responsibilities, as well as copies of news and periodical articles. (CJH)

FORMAT: Research Report, 39p.

AVAILABILITY: For a microfiche copy of this document order ED281292 from FEIS.

TITLE: ***Project SEED, 1984-1985. Final Report.***

DATE: 85.

DEVELOPER: New York City Board of Education, Brooklyn, NY. Office of Educational Evaluation.

ANNOTATION: The Adult Education Services for Teenage Parents program, funded by the Job Training Partnership Act and the State Education and Employment Demonstrations (SEED), was a pilot program designed to provide educational training, job readiness training, and support services for students 16 to 19 years old who had left school. Young parents were to be referred by the General Social Services Agency (GSS), given educational assessments, and grouped according to reading level. They were to receive a stipend for transportation and child care. The program, which served 37 students, had some limited success. The educational and child care components and the transportation subsidy were implemented. Teachers generally looked upon the program favorably and identified strongly with the program goals. Students looked on the program favorably and judged that their basic skills and knowledge of useful occupational skills increased over the course of the program. Six participants passed the General Equivalency Diploma (GED) exam. Problems were poor articulation between GSS and SEED, late receipt of funds for carfare and baby sitting, and lack of data needed to measure the achievement of the program objectives. (YLB).

FORMAT: Project Description, 17p.

AVAILABILITY: For a microfiche copy of this document order ED279860 from FEIS.

TITLE: ***Proposed Plan of Service for Children at Risk.***

DATE: 86.

ANNOTATION: This document outlines the Milwaukee Public Schools' proposed plan of service for children at risk. The report's organization follows the format of the Wisconsin Department of Public Instruction compliance form, which is included. Procedures are described for identifying children in grades 8–12 who have dropped out of school, who have been absent for more than 20 days in 1985–86, who are parents, or who are one or more years behind in credits and/or one year or more behind in reading and/or math achievement. Next, planned and existing services for at-risk students in middle and high schools are outlined; services fall into the following main categories: (1) curriculum modifications; (2) alternative programs suited to meet pupil learning needs and earn academic credit; (3) remedial instruction; (4) parental involvement; (5) pupil support services; (6) identification and use of community support service providers; (7) preparation for work including career exploration, employability skills, and occupational skills; (8) other approaches and services which have demonstrated success in meeting the needs of children at risk; (9) coordination between existing programs, resources, and services in the district and community; and (10) annual evaluation of the effectiveness of each program or service provided to children at risk. Next, the document describes procedures for reporting on pupil enrollment, attendance, retention, graduation, progress, and achievement in reading and math. Finally, the school system's procedures for contracting with other agencies are outlined. (KH).

FORMAT: Project Description, 45p.

AVAILABILITY: For a microfiche copy of this document order ED285922 from FEIS.

TITLE: **"Reaching Out to America's Dropouts: What to Do."**

AUTHOR: Hahn, Andrew.

JOURNAL: *Phi Delta Kappan;* v69 n4 p256–63 Dec 1987.

ANNOTATION: Although successful dropout assistance programs depend on effective implementation, casework, and long-term followup activities, the literature only occasionally addresses these practices. This article reviews data collection problems, major risk factors, reforms aimed at actual and potential dropouts, and alternative school programs. Second-chance programs must be comprehensive and highly integrated. Includes three references. (MLH).

TITLE: **"Recent ARC-funded Projects to Improve Education in Kentucky."**

JOURNAL: *Appalachia* ("Excelling in Appalachia's Changing Economy," Special Conference Report.); v19 n5, 6 p44–48 Fall 1986.

ANNOTATION: Describes 11 Appalachian Regional Commission-funded projects designed to improve education in Kentucky, many of which focus on dropout prevention, including Laurel County Alternative School, Owsley County Dropout Prevention Program, ADOPT, Pine Mountain Settlement School, Technical Assistance Grants, potential projects, a documentary on dropout prevention, workshops, 70001 Ltd, Appalachian State University. (NEC).

TITLE: ***Report on Pupils-at-Risk.***

DATE: 84.

DEVELOPER: New York State Education Dept., Albany. Office of Elementary, Secondary, and Continuing Education.

ANNOTATION: This report on at-risk students presents a general overview of the extent of the problem in the state of New York and current responses to it. Pupils at risk are defined as those whose school achievement and/or social behavior is negatively and seriously affected by educational, family, societal, or personal problems. These pupils are not necessarily those who have handicapping conditions, but those who require additional services in order to take full advantage of the available educational opportunities. The report is divided into the following four sections: (1) statistics on the size of the at-risk population; (2) statistics on student-services staff available to identify and assist at-risk students; (3) brief descriptions of local programs or services in support of at-risk students; (4) summaries of State Education Department initiatives involving the Office of General Education. Local districts need, first, a commitment to serve all students, including those at risk, and, second, a plan to serve such pupils. The plan should provide for the early identification of at-risk students and prescribe the way to best offer assistance through school services and community services. The plan should also provide for courses in areas such as family living or should provide courses in substance abuse for health education. (PS)

FORMAT: Project Description; Statistical Material; 27p.

AVAILABILITY: For a microfiche copy of this document order ED281895 from FEIS.

TITLE: **"Retaining Potential Dropouts."**

AUTHOR: Holmes, Marion B. W.; Collins, Allen E.

JOURNAL: *Vocational Education Journal*; v63 n1 p22-24 Jan-Feb 1988.

ANNOTATION: Describes dropout prevention programs in the School District of Philadelphia: (1) High School Academies, schools within schools that provide a holistic approach to the transition from school to work; (2) Jobsearch; (3) Education for Employment Initiative, an effort to coordinate programs that prepare students for employment; and (4) Vocational Support Services for Limited English Proficient. (JOW)

TITLE: **"School-Business Partnerships: Working to Defuse the Dropout Time Bomb."**

AUTHOR: Justiz, Manuel J.; Kameen, Marilyn C.

JOURNAL: *NASSP Bulletin*; v70 n494 p103-08 Dec 1986.

ANNOTATION: Discusses business-school partnerships designed to confront the declining number of high school graduates, the everworsening dropout problem, and projected shortages of technically skilled workers. Describes regional and national collaborative programs sponsored by Digital, Hewlett-Packard, Lockheed, and Atlantic-Richfield. Includes six references. (MLH)

TITLE: ***School Dropouts: Patterns and Policies.***

DATE: 86.

AUTHOR: Natriello, Gary, Ed.

ANNOTATION: This book collects articles that examine the patterns of dropping out evident among American youth, and the policies developed and implemented to reduce the incidence of dropping out. The following chapters (and their authors) are included: (1) Introduction (G. Natriello); (2) Can We Help Dropouts? Thinking about the Undoable (D. Mann); (3) Large School Systems' Dropout Reports: An Analysis of Definitions, Procedures, and Findings (F. M. Hammack); (4) Standardizing Practice in the Analysis of School Dropouts (G. Morrow); (5) Who Drops Out of High School and Why? Findings from a National Study (R. B. Ekstrom, M. F. Goertz, J. M. Pollack, D. A. Rock); (6) Dropping Out: How Much Do Schools Contribute to the Problem? (G. G. Wehlage, R. A. Rutter); (7) Why Urban Adolescents Drop into and out of Public High School (M. Fine); (8) A Population at Risk: Potential Consequences of Tougher School Standards for Student Dropouts (E. L. McDill, G. Natriello, A. M. Pallas); (9) Raising Standards and Reducing Dropout Rates (S. F. Hamilton); (10) Taking Stock: Renewing Our Research Agenda on the Causes and Consequences of Dropping Out (G. Natriello, A. M. Pallas, E. L. McDill). A list of notes appears at the end of each chapter. A list of contributors is appended. (BJV)

FORMAT: Book; Project Description; 185p.

AVAILABILITY: For a microfiche copy of this document order ED291811 from FEIS.

TITLE: ***School Dropouts: Survey of Local Programs. Report to Congressional Requesters.***

DATE: 87.

DEVELOPER: General Accounting Office, Washington, DC. Div. of Human Resources.

ANNOTATION: Local school dropout programs are surveyed to identify the approaches used to prevent or overcome dropping out and to obtain views of local program administrators about dropout problems and programs. The programs had the following basic elements in common: (1) poor and minority teenagers who have multiple problems are targeted; (2) multiple services including basic education, counseling, and social service assistance; and (3) factors lacking in the schools of the participants such as a caring staff, a safe, secure learning environment, individualized instruction, and attention to individual needs. Factors that inhibit the effectiveness of the dropout prevention programs include youths' troubled homes and overcrowded classes. A review of the quality of school district dropout data showed that the data are often difficult to interpret and lack comparability across school districts, but the report should assist Congress in its deliberations on pending legislation to fund local dropout prevention programs. (VM).

FORMAT: Project Description, 89p.

AVAILABLITY: For a microfiche copy of this document order ED288929 from FEIS.

TITLE: ***Secondary Committee Report.***

DATE: 86.

AUTHOR: Flores, Merced, and Others.

ANNOTATION: This report summarized the activities and recommendations of the 1985-86 National Association of State Directors of Migrant Education Secondary Committee. Committee accomplishments included defining dropouts, utilizing unique characteristics of migrant students, drafting the issues paper on migrant secondary education (included in this report), strengthening linkages among states/programs serving secondary migrant children, and examining needs, strategies, and solutions for secondary school migrant students. The report discussed difficulties of developing a standard definition of dropout among highly mobile students, recommended categories for determining school-leaving status of migrant students, reviewed impact of cultural background, family needs, and financial limitations on dropout potential, and described six national/interstate programs and seven research projects dealing with migrant dropouts. Fourteen recommendations outlined an effective secondary migrant dropout program: comprehensive counseling/assistance plan, regular individual/school-level needs assessments, career experience/work-study programs, improved migrant secondary staff effectiveness, parent education programs, improved interstate student identification, Migrant Student Record Transfer System use, increased secondary services funding, district policies recognizing migrant students' special needs, credit accrual options, consistent data gathering, alternative programs, revised age/grade placement/retention policies, and transitional programs for higher education opportunities. A chronology of significant dates in secondary migrant education and 17 predictors of dropping out are included. (LFL)

FORMAT: Report, 57p.

AVAILABILITY: For a microfiche copy of this document order ED278515 from FEIS.

TITLE: **"Staff Volunteers Watch Over Would-be Dropouts."**

AUTHOR: VanSciver, James H.

JOURNAL: *Executive Educator*, v9 n12 p15 Dec 1987.

ANNOTATION: Describes a program developed to help would-be dropouts at the junior and senior high school level. Two important components of the program are that staff work with no more than two students at a time and that staff members volunteer to take part in the program. (MD)

TITLE: ***Strengthening Vocational Education's Role in Decreasing the Dropout Rate.* Research and Development Series No. 267.**

DATE: 87.

AUTHOR: Weber, James M.

DEVELOPER: Office of Vocational and Adult Education (ED), Washington, DC.

ANNOTATION: A study examined the relationship between students' vocational and nonvocational experiences while in high school and their decision to drop out. The study was based on data from the sophomore cohort of the High School and Beyond data base (a longitudinal, nationally representative sample of approximately 27,000 students who were sophomores in 1980 and seniors in 1982) and information obtained from interviews with representatives of nine dropout prevention programs that were identified as exemplary by their respective state departments of education. It was concluded that dropout prevention programs should have a committed staff, use a variety of integrated strategies, be individualized in a nontraditional environment, share a strong vocational job-related emphasis, and have a strong counseling component. They should also have an early-warning and follow-through system to be able to identify potential dropouts and ensure that they remain in school. Care must be taken to expend resources on those students who would actually become dropouts if no intervention were to occur. The school environment should be kept as free as possible of absenteeism, robbery, and substance abuse; however, excessive preoccupation with such concerns is commonly associated with high dropout rates. Dropout-prone students need extensive career exploration experiences and should be encouraged to participate in vocational programs in a meaningful way. Parents should be better informed about vocational offerings, and existing rules governing entry into vocational education should be reviewed and evaluated on an individual basis. It is especially important that work study programs have logical or operational ties with students' overall goals. (MN)

FORMAT: Research Report, 36p.

AVAILABILITY: For a microfiche copy of this document order ED284062 from FEIS.

TITLE: ***Students Concerned about Tomorrow: A Dropout Intervention Program. Final Report.***

DATE: 87.

AUTHOR: Goldsmith, Robert G.

DEVELOPER: Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

ANNOTATION: During the 1986–1987 school year, 80 educationally and economically disadvantaged students from three counties in Virginia were recruited into a program that was designed to support their education and encourage them to stay in school. Students participated in after-school workshops to improve their decision-making and interpersonal skills, and they attended weekend recreational activities. Counseling, which included assistance with family problems and encouragement in school work along with personal counseling, was provided. During the summer, students attended an 8-week, 152-hour class that emphasized basic skills development. Two classes used a specially designed curriculum in which the students planned and produced their own video show. Students earned high school and community college credit. Each week the students also worked as a group on community projects. They were paid for class and community work through the Summer Youth Employment and Training Program. Sixty-one students completed the school year program, and 44 completed the 8-week program, with 39 of them earning high school credit. The students showed significant gains in reading, math, and language arts as measured by the Miller Analogies Test. The project was quite successful in helping the students develop skills and provided them and their families with supportive counseling; however, the project staff was unable to measure any improvement in the students' attitudes toward school. (MN)

FORMAT: Project Description, 96p.

AVAILABILITY: For a microfiche copy of this document order ED288103 from FEIS.

TITLE: ***Studies of Dropouts. Status Report.***

DATE: 87.

DEVELOPER: Austin Independent School District, TX. Office of Research and Evaluation.

ANNOTATION: This document provides a brief overview of the ongoing dropout studies cited in the press and around the Austin Independent School District (AISD) in Austin, Texas. It includes a list of key observations which notes that the dropout rate among adolescents is too high; that approximately 20 percent of 16- to 24-year-olds in Texas do not have a high school diploma or equivalent; and that, while the dropout rates are higher for minority students, most dropouts are white. The AISD's Office of Research and Evaluation (ORE) will be able to report a 4-year longitudinal dropout rate for high school students this year; this office has set up a longitudinal tracking system beginning at grade seven to highlight when dropping out is most likely to occur and has supplied names of dropouts to agencies conducting statewide studies. A section on dropout-related issues describes ORE's previous activities and/or plans for obtaining information about several dropout-related questions. It looks at longitudinal and annual dropout rates, dropout interviews, and current and future plans. A commentary on dropout research funded by the Texas Department of Community Affairs discusses two dropout research studies conducted in Texas. Executive summaries from both of the studies are included in the report. (NB)

FORMAT: Research Report; Review Literature; 27p.

AVAILABILITY: For a microfiche copy of this document order ED290969 from FEIS.

TITLE: ***A Study of the Attendance Improvement/Dropout Prevention Program in the City of New York, 1986-87.***

DATE: 87.

ANNOTATION: The Attendance Improvement/Dropout Prevention (AI/DP) Program is a six-component program involving selected high schools, middle schools, elementary schools, and nontraditional school settings in New York City. This study of the program included site visits, examination of student records, staff interviews, and analyses of information from the student data base. Findings and recommendations for the six program components include the following: (1) the facilitation component was in place but needed more definition of roles and responsibilities; (2) the attendance outreach services were well installed but there was a lack of unity and coordination between the city-funded and AI/DP staffs which might be produced by holding regular staff meetings; (3) guidance and counseling services were offered but could be improved with staffing adjustments and home visits; (4) health services were uniform across populations and screening for physical defects was promptly completed; (5) linkages between school levels were being redesigned and should include a year-long series of experiences; and (6) the alternative education component was implemented unevenly, and better coordination and full implementation are needed. Graphs and tables accompany the presentation of data. Two appendices present information about limited English proficient students and long-term absentees. (VM)

FORMAT: Research Report, 66p.

AVAILABILITY: For a microfiche copy of this document order ED285934 from FEIS.

TITLE: **"A Study of Variation in Dropout Rates Attributable to Effects of High Schools."**

AUTHOR: Toles, Ronald; And Others.

JOURNAL: *Metropolitan Education*; n2 p30-38 Fall 1986.

ANNOTATION: The study attempts to answer the following questions: (1) Do the characteristics of a school with a low dropout rate differ significantly from the characteristics of a school with a high dropout rate? (2) Does the dropout rate predict the quality of education received at the school? Methods and findings are summarized and suggestions are made for further study. (PS)

TITLE: **"A Survey of the Needs of an Urban High School's Community."**

AUTHOR: Solman, Robert T.

JOURNAL: *Australian Journal of Education*; v31 n2 p145-60 Aug 1987.

ANNOTATION: A survey of a multicultural urban community investigated attitudes about the high school, including what the school should do for the students and how it should develop. Results will be used to guide the school's progress and help improve retention in grades 11 and 12. (MSE)

TITLE: ***Teenage Parent Center of the Single Parent Assistance, Counseling, and Education Project. Annual Report FY 86-87.***

DATE: 87.

DEVELOPER: New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

ANNOTATION: The Teenage Parent Center of the Single Parent Assistance, Counseling, and Education Project was developed to support, guide, and direct adolescent mothers, pregnant teenagers, and teens at risk of becoming parents through successful completion of a high school diploma or school year in a vocational setting in Middlesex County, New Jersey. The program's ultimate goal was to increase the economic self-sufficiency of single adolescent parents living in the area. During its first year of operation, the program encouraged over 75 clients to remain in or enroll in vocational training. The project supportive services coordinator performed case management activities to ensure that clients were provided with any of the following services that they needed: child care information and assistance, health, mental health, and social agency referral; academic and personal counseling; daily attendance support and encouragement to stay in school; meetings with other students and parents; parenting skills training; information on nontraditional vocational programs and occupations; training in job search

skills and resume writing; and job placement. The project also maintains an ongoing recruitment campaign that is coordinated with local social agencies, hospitals, and schools. (MN)

FORMAT: Project Description, 21p.

AVAILABILITY: For a microfiche copy of this document order ED287056 from FEIS.

TITLE: **"Teenage Pregnancy."**

AUTHOR: McClellan, Mary C.

JOURNAL: *Phi Delta Kappan*; v68 n10 p789-92 Jun 1987.

ANNOTATION: Reviews the problems of teenage pregnancy, including the costs to society, the challenge to educators, and the types of preventive programs developing across the country. Programs dealing strictly with reproduction and contraception are the least effective deterrents to teenage pregnancy. (MD)

TITLE: **"Teenage Pregnancy and the Role of the Schools."**

AUTHOR: Polit, Denise F.; Kahn, Janet R.

JOURNAL: *Urban Education*; v22 n2 p131-153 Jul 1987.

ANNOTATION: Schools can play a critical role in the lives of teenage parents. Educational counseling has encouraged some teenage mothers to finish high school. The success of this intervention depends on the teenager's former relationship with the educational system. Many schools make no effort to address the needs of this population. (VM)

TITLE: **"Teen Pregnancy: An Issue for Schools."**

AUTHOR: Kenney, Asta M.

JOURNAL: *Phi Delta Kappan*; v68 n10 p728-36 Jun 1987.

ANNOTATION: The teenage pregnancy rate in the United States is one of the highest in the western world. School administrators rank it as one of their top ten problems. Presents a statistical overview of the problem and the approaches schools are taking to combat teenage pregnancy. The most successful programs have broad community, parental, and student involvement. Includes 4 tables. (MD)

TITLE: ***Texas School Dropout Survey Project: A Summary of Findings.***

DATE: 86.

AUTHOR: Robledo, Maria del Refugio, Ed.

DEVELOPER: Texas State Dept. of Community Affairs, Austin.

ANNOTATION: This report summarizes the results of a large-scale study of the dropout problem in Texas. The report is divided into three major sections which deal with these questions, respectively: (1) What is the magnitude of the dropout problem in Texas? (2) What is the economic impact of the dropout problem for Texas? (3) What is the nature and effectiveness of in-school and alternative out-of-school programs for dropouts in the state? The findings are presented in detail, analytically and statistically. General conclusions are that the dropout problem is growing and particularly severe for Black and Hispanic youth. Implications of the research point to the need for the development of (1) a standardized dropout definition; (2) standards for calculating the dropout rate; (3) a centralized and standardized system for collection of dropout data; (4) tracking mechanisms to increase the reliability of dropout counts, resulting in more appropriate program interventions; (5) early dropout intervention efforts; (6) model dropout prevention and recovery programs for particular types of high risk groups; (7) additional dropout prevention and recovery programs; (8) systematic approaches to the evaluation of dropout prevention and recovery efforts; (9) linkages between public and private sector initiatives; and (10) an investment in dropout prevention and recovery which is commensurate with the magnitude of the problem. A directory of dropout programs in Texas and a bibliography are included. (KH)

FORMAT: Project Description; Research Report; 112p.

AVAILABILITY: For a microfiche copy of this document order ED279752 from FEIS.

TITLE: **"Time for Action: A New Deal for At-risk Students."**

AUTHOR: Conrath, Jerry.

JOURNAL: *NASSP Bulletin*; v72 n504 p36-40 Jan 1988.

ANNOTATION: Although schools can do little to help youth from desperately poor, violent, or drug-addicted families, they can educate other at-risk youngsters who are discouraged or defeated learners. Schools can raise these kids' self-esteem by bestowing serious work assignments (not "warm fuzzies"), solitary learning space, or external rewards for everyday accomplishments. (MLH)

TITLE: ***Time for Results: The Governors' 1991 Report on Education—Supporting Works. Task Force on Readiness.***

DATE: 86.

DEVELOPER: National Governors' Association, Washington, DC.

ANNOTATION: The members of this task force adopted a broad approach to readiness so that issues relating to at-risk children and youth between the preschool years and graduation might be addressed. Two papers are presented: (1) "Readiness for the New Educational Standards" (Jean G. McDonald) and (2) "State Policy for At-risk Children: Preschool to High School" (Allan Odden). Additional information is given on the charges to the task force, hearings and presenters, highlights of state policies, and additional resources. (JD)

FORMAT: Project Description; 72p.

AVAILABILITY: For a microfiche copy of this document order ED279606 from FEIS.

TITLE: ***Tri-County High School. An Alternative.***

DATE: 86.

ANNOTATION: Tri-County High School in Clarksburg, West Virginia, uses a nontraditional approach to educating actual and potential dropouts from schools in surrounding areas. The primary objective of the program is to enable students to develop adaptive behaviors and adequate skills to return to the regular classroom. The initial screening for admission into the program is done by designated home school per-

sonnel and includes assessment of Job Training Partnership Act (JTPA) qualifications, prior School-based Assistant Team Referrals, and previous home school efforts. While participating in the Tri-County program, students not only receive individual help in English, reading, math, science, and social studies, but also complete units of study in occupational survival skills and vocational training at the adjacent United Career Center. Students are periodically considered for reassignment to their home schools or may be referred to any of a number of other programs, such as preparation for the General Educational Development test, vocational training, or work force or job placement. This program guide includes the following: a program overview, statement of program philosophy and goals, description of target students, guidelines for initial screening, determining JTPA eligibility, referring students, developing contracts and individual education plans, encouraging parent/guardian involvement, reassigning or dismissing students, and providing counseling, and a description of the curriculum. Assorted forms are appended. (MN)

FORMAT: Project Description, 25p.

AVAILABILITY: For a microfiche copy of this document order ED276896 from FEIS.

TITLE: ***Valued Youth Partnerships: Programs in Caring.* Cross-age Tutoring Dropout Prevention Strategies.**

DATE: 86.

DEVELOPER: Intercultural Development Research Association, San Antonio, TX.

ANNOTATION: This booklet provides information about the Valued Youth Partnership (VYP) program for dropout prevention. Begun in 1984 with the support of the Coca-Cola Company and the collaboration of the Intercultural Development Research Association, the VYP program is being implemented in the Edgewood and South San Antonio school districts in San Antonio, Texas. In 1985–86 the program served 100 middle and high school students in those two districts. The program identifies high-risk pupils as valued youth and gives them an opportunity to make a difference by serving as tutors of younger children. Both the tutors and their students make gains in school. The booklet describes the program's history, purpose, and components. It provides detailed information on program management and organization, participant identification, and tutor training curriculum. For educators who are considering implementing a VYP program in their areas, a resource section is appended with a review of the literature and samples of forms used in the program. Evaluation data indicate that the program is producing results by keeping students in school and by improving their self-concept, school citizenship, school attendance, and achievement. (PS)

FORMAT: Project Description, Review Literature, 35p.

AVAILABILITY: For a microfiche copy of this document order ED279765 from FEIS.

TITLE: ***"A Visit to the High School of the 1990s: A Whole New World."***

AUTHOR: Otto, Robert C.

JOURNAL: *NASSP Bulletin*; v72 n504 p99–102 Jan 1988.

ANNOTATION: Provides an imaginary tour of a typical high school of the 1990s, where we find libraries without books, halls without lockers, stadiums without bleachers, teachers without unions, and an almost nonexistent dropout problem. Most of these "advances" are attributed to high costs and computerization progress. (MLH)

TITLE: ***Vocational Special Needs Support System. Project Report.***

DATE: 87.

AUTHOR: Jernigan, Joan.

DEVELOPER: Texas Coll. and Univ. System, Austin. Coordinating Board.

ANNOTATION: The Vocational Special Needs Support System is intended to identify students who are at risk of failing vocational and academic courses and prevent them from doing so. The system is designed to (1) identify these students' interests and aptitudes and assist them in selecting a high school program of study to match their career interests; (2) prepare teachers to recognize the students' interests and to coordinate instructional programs to meet students' individual needs; and (3) provide students with tutorial services for the purpose of remedial or repetitive instruction, if needed. The project was undertaken in the 1986–1987 school year to assist disabled, disadvantaged, and limited English proficient (LEP) students by developing their career awareness and preparation and coordinating the instruction they receive with their interests and aptitudes. The most successful part of the project was the remedial instruction, which was provided by three instructional aides. A total of 106 students were selected to receive assistance with instruction (74 LEP, 11 disabled, and 21 disadvantaged students) during the first year. A number of academic teachers at the school appeared willing to implement their part of the support system. Before any dramatic results can be obtained in the area of coordinating curricula and students' interests and aptitudes, however, the program will need to be in operation for a few more years. In addition, those teachers who have expressed an interest in the concept underlying the support system will need the full commitment and cooperation of the school's administration, vocational teachers, and curriculum department. Appendixes include forms for student information, weekly information, and weekly objectives for vocational students. (MN)

FORMAT: Project Description, 40p.

AVAILABILITY: For a microfiche copy of this document order ED287094 from FEIS.

TITLE: ***Vocational Teen Parenting (Adolescent Single Parents). Final Report, from July 1, 1986 to June 30, 1987.***

DATE: 87.

AUTHOR: Lee, Gary; Pinholster, Roger.

DEVELOPER: Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

ANNOTATION: With the aid of single parent grant money, the Highlands County (Florida) School Board surveyed the needs of adolescent single parents in three high schools and three mid-

dle schools. Dropout students also were contacted. Survey results identified the barriers to adolescent single parents obtaining marketable skills. The need for occupational training and minimal basic educational skills was evident in that only one of the students was functioning at the last placed school grade level. Other barriers included transportation and child care needs. Linkage with the local community vocational college was sought, and use of the college work evaluation center was established. Local community support was found through agencies such as Health and Rehabilitative Services, Highland County Health Department, South Florida Community College, and Heartland Private Industry Council. A program framework was developed, emphasizing future job success and positive self-image for adolescent single parents. Although initiated late in the year (April 14, 1986) and running a short time (to June 4, 1986), the program had a positive beginning, with 28 students served. An evaluation revealed a need for a larger facility to house the program, the lack of appropriate materials, and the need for continued and expanded public relations to attract school dropouts. Child care services and space for single parents were tripled during 1986–87. Purchased materials and equipment established better quality programs. As a result of expanded counseling, child care, clinic services, and vocational training, many young parents have maintained progress in school, made the transition to teenage parenthood, and moved toward establishing a career direction. For the 1987–88 year, there are plans to expand the program in numbers of students, quality of services, and opportunities for career education. (KC)

FORMAT: Report, 45p.

AVAILABILITY: For a microfiche copy of this document order ED285988 from FEIS.

TITLE: ***Voices of Exiles: The Public Schools from the Dropout's Perspective.***

DATE: 86.

AUTHOR: Smith, Judith O.

ANNOTATION: Many studies of dropouts have examined race, gender, ethnic background, and socioeconomic status as factors predisposing students to drop out of school. A study was conducted to examine the school-related factors influencing high school students' decision to drop out, as well as the attitudes of high school dropouts toward public education today. Fifty high school dropouts, enrolled in Adult Basic Education and General Educational Development test preparation classes, were surveyed, using questions identical or similar to questions asked in the 16th Gallup Poll of the Public's Attitudes toward the Public Schools (1984) and questions about their reasons for dropping out and attitudes toward teachers. The results revealed that students who had negative feelings toward school tended to drop out for school-related reasons and to have problems with academic success/failure and relationships with teachers and peers. Students with neutral attitudes toward school also tended to drop out for school-related reasons such as boredom or difficulty keeping up with schoolwork. Students with positive attitudes toward school and teachers were least likely to have dropped out for school-related reasons. References, data tables, and the survey instrument are included. (NB)

FORMAT: Research Report, 48p.

AVAILABILITY: For a microfiche copy of this document order ED275932 from FEIS.

TITLE: ***Volusia County Single Parents Program (VCSPP). Final Report from 1986 to 1987.***

DATE: 87.

DEVELOPER: Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

ANNOTATION: The Volusia County (Florida) Single Parents Program was developed to identify single parents who are potential dropouts because of a lack of financial support for day care and to provide them with approved day care services. The program also features (1) cooperation between teachers and school guidance counselors to identify and counsel pregnant and parent teens for the purpose of getting them into a vocational program and dissuading them from dropping out; (2) provision of career awareness information and assessment services; (3) provision of financial support for child care; and (4) instruction in such subjects as health, family living and parenting, and child guidance and care. Thirty-four teen parents are currently enrolled in the program, and 28 are on the program's waiting list. This report contains a list of program admission criteria, a discussion of coordinator functions, information on the day care offered through the project, a program application form, program eligibility criteria, various correspondence directed to prospective program participants and forms to be completed by students entering the program, a list of facts on teen pregnancy and teen parents, a list of consequences of teenage pregnancy, and observations pertaining to the need for the program and its outcomes. (MN)

FORMAT: Project Description, 21p.

AVAILABILITY: For a microfiche copy of this document order ED285049 from FEIS.

TITLE: ***What's Promising? New Approaches to Dropout Prevention for Girls.***

DATE: 87.

AUTHOR: Earle, Janice, And Others.

DEVELOPER: Women's Educational Equity Act Program (ED), Washington, DC.

ANNOTATION: Few researchers have studied the female dropout and too few dropout prevention programs are specifically designed to help girls complete high school. This paper describes programs and state policy initiatives that show promise in helping young women complete their education. They are used by schools and outside organizations to serve and encourage teenage girls with the following approaches: (1) academic encouragement; (2) activities to enhance self-esteem; (3) coordination of services for academic and non-academic needs; (4) bias-free interactions with teachers and administrators; and (5) encouragement to enter non-traditional courses and careers. Successful programs for each approach are described. Funds are needed to fully evaluate these programs so that the models can be shared among states and communities. There are a number of state policy initiatives which show promise in helping at-risk students of both sexes. These include the following: (1) requiring accurate data collection on school completion by

gender; (2) initiating collaboration between state agencies and private organizations; (3) creating incentives for schools to improve services; (4) imposing requirements that schools must meet in regard to at-risk youth; and (5) employing sanctions against districts or schools that fail to serve at-risk youth effectively. (VM)

FORMAT: Project Description, 40p.

AVAILABILITY: For a microfiche copy of this document order ED292939 from FEIS.

TITLE: ***What to Do about Youth Dropouts? A Summary of Solutions.***

DATE: 87

AUTHOR: Orr, Margaret Terry

ANNOTATION: Our nation's youth dropout rate, while consistent for almost 20 years, has increasingly become a major educational and societal problem. This summary of a longer sourcebook provides an overview of various strategies and initiatives for groups, schools, businesses, and communities to consider in addressing their dropout problems and describes a range of approaches to redirect potential dropouts or those already out of school. The following 14 regional programs are described: (1) Twelve-Together (Detroit, Michigan); (2) Adopt-a-Student (Atlanta, Georgia); (3) Summer Youth Employment Program (New Bedford, Massachusetts); (4) Secondary Credit Exchange Program (Washington state); (5) Murray-Wright High School Day-Care Center (Detroit, Michigan); (6) Adolescent Primary Health Care Clinic (Houston, Texas); (7) Job Readiness Program (Chicago, Illinois); (8) Project COFFEE (Oxford, Massachusetts); (9) Rich's Academy (Atlanta, Georgia); (10) Alternative Schools Network (Chicago, Illinois); (11) Educational Clinics (Washington State); (12) A Systemic Approach to Dropout Prevention (New York City); (13) Dropout Prevention and Recovery Program (Los Angeles, California); and (14) Boston Compact (Boston, Massachusetts). The most effective programs are those that target groups at risk of dropping out and those that offer systematic redress of the educational system to encompass a broader range of learning needs. Information on where to get more details about each of the programs is provided. A list of references is included. (BJV)

FORMAT: Project Description, 32p.

AVAILABILITY: For a microfiche copy of this document order ED290807 from FEIS.

TITLE: ***Would You Like to Swing on a Star? Opportunities to Improve Education in Kentucky's Fifth Congressional District. A Report to the Shakertown Roundtable Conference on Economic Development and Education in Kentucky's Fifth Congressional District.***

DATE: 86

AUTHOR: Lamm, Carol; And Others

ANNOTATION: Interviews conducted in Kentucky's Fifth Congressional District sought answers for improving educational quality in the district, which has the highest dropout rate, the lowest holding power, and the lowest standardized test scores in Kentucky. Members of the Mountain Association for Community Economic Development interviewed 155 people from 15 of the Fifth District's 27 counties, including 17 school superintendents, 3 school board members, 12 principals or other administrators, 27 teachers, 5 retired teachers, 26 business and professional people, 26 high school and college students, 33 parents, and 6 college administrators or professors. Several problem areas were identified: (1) home and school have low expectations for students; (2) poor communication between parents and school; (3) loss of community schools through consolidation; (4) inadequate teacher education programs; (5) destructive school politics; and (6) lack of funding, particularly local revenues. Those interviewed believed that the solutions to these problems lay in the creation of a Fifth District development and education organization which would bring schools, parents, and communities together to work toward the explicit goal of improving the opportunities for both education and economic development. (JHZ)

FORMAT: Project Description, 103p.

AVAILABILITY: For a microfiche copy of this document order ED288691 from FEIS.

TITLE: ***Your Invitation to Success. Dropout Outreach Pilot Project. Final Report.***

DATE: 85

ANNOTATION: During the 1984-1985 school year, a pilot dropout outreach program was instituted by the Los Angeles (California) Unified School District's Division of Adult and Occupational Education in cooperation with the senior high schools division. Dropouts from the 1983-1984 school year were identified and were sent personal letters inviting them to return to the local community adult school, regional occupational center, or skills center to earn a high school diploma or to obtain job training. The initial mailing included a personal letter in English and Spanish, a brochure, and a postcard. Press conferences were held to coincide with each mailing, and separate follow-up mailings were sent to those who returned the postcard and to those who did not respond to the first mailing. Special counseling assistance was provided for students who responded to the mailings including discussion of opportunities for open enrollment, individualized competency-based learning programs, and flexible scheduling. Of 1,256 individuals to whom the initial mailing was sent, 215 (about 20 percent) responded positively to the invitation to return to school. The cost of the effort (not counting the time of regular division personnel) was $17.50 per student for recruitment and $100 per student for recovery. Appendixes, comprising more than half the document, include samples of the letters, brochures, and postcards sent in the initial and follow-up mailings and examples of newspaper coverage of the project. (MN)

FORMAT: Project Description, 29p.

AVAILABILITY: For a microfiche copy of this document order ED288008 from FEIS.

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